

SCRAM Sheet Code Tables

Table 1: Disability Codes

This is the code that designates what classification category the IEP team has determined to be appropriate in conjunction with the service pattern code (Table 2).

Pattern Code	Disability
AU	Autism
BD	Behavior Disorder (federal “Emotional Disturbance”)
CD	Communication Disorder (fed. “Speech and Language Impairment”)
DB	Deaf and Blind (Dual Sensory Impairment)
DD	Developmental Delay
HI	Hearing Impairment (Deaf)
ID	Intellectual Disability (federal “Mental Retardation”)
MD	Multiple Disabilities
OH	Other Health Impairment
OI	Orthopedic Impairment
SL	Specific Learning Disability
TB	Traumatic Brain Injury
VI	Visual Impairment (Blind)

Table 2: Service Pattern Codes

This code reflects the amount of Special Education services designated on the IEP. This code should coincide with the placement designation.

Code	# of Minutes	Placement Form Designation
A	1 – 59	Resource/Regular Class
B	60 – 179	Resource/Regular Class
C	180+	Special School/Special Class/Resource/Regular Class/Home and Hospital/ETC.

Table 3: Least Restrictive Environment Codes

This report designates where the student is physically located during the course of the school day regardless of whether or not special education services are being provided at that time.

Code	% of day in LRE
1	<21% in Sp Ed environment (>79% of the day in gen. ed.)
2	21% - 60% in Sp Ed environment (40 – 79% of the day in gen. ed.)
3	>60% in Sp Ed environment < 40% of the day in gen. ed.)

Instructions for Computing LRE Code:

1. If the student has an A pattern code (except kindergarten students), the designation code is a 1.

The reason for this is that when calculating the number of minutes that would constitute <21% in the Special Education setting, the number of minutes it would take is more than 60 for all of our schools and since the A category is anything less than 60 minutes daily, all A's, except 1/2 day kindergarten, are automatically LRE Designation Category 1.

2. If you have any students who are totally self-contained and spend 0% of their day integrating with non-disabled students in the regular education environment, put a 3 in the LRE Designation column.
3. For all remaining students you will need to figure out how many minutes (daily or weekly) each student is physically located in a special education environment, compare the number to the LRE Determination Chart and make your designation determination.

Don't forget to use the separate chart for kindergarten students who are only 1/2 day.

Examples:

- a. The student comes to the resource teacher's classroom to receive reading services for 45 minutes daily. Therefore, she is located in the regular education classroom with mostly non-disabled students the majority of the time (anything beyond that 45 minutes). This student would have an A service pattern code and the LRE code is a 1.
- b. The student is in a co-taught situation in which the resource teacher comes to the regular education classroom to provide the services described on the IEP. This student would be considered to be located in the general education classroom 100% of the time and in the Special Education setting 0% of the time. Depending

on the amount of time the resource teacher spends in the classroom, this student may have a service pattern code of A, B, or C. Regardless, the LRE code is a 1 because the student is physically located in the general education classroom 100% of the day.

- c. The student has a one-on-one assistant accompany her to the regular education setting 4 hours a day and is located in the special education classroom 2 hours a day. The student would be considered to be in the special education setting 33% of the time and in the general education setting 67% of the time. Even though this student would be considered a self-contained student, most likely with a C service pattern code, the LRE designation code is a 2.

Table 4: Environment Codes

This code identifies the type of educational setting in which the student receives special education services.

Preschool (age 3-5) Environment Codes

Code	Meaning	Explanation
C	Early Childhood Sp Ed	50% or more students in class are receiving special education services
E	Early Childhood	Less than 50% of students in class are receiving special education services
I	Itinerant	Student is receiving itinerant special education services
M	Home	Student is receiving special education services at home

School –aged (6 – 21) Environment Codes

Code	Meaning	Explanation
V	Regular School Setting	Services are provided in a regular public school (<u>This is most of our students</u>)
S	Public Separate School	Services are provided in a special school location
P	Private School	Services are provided in a Private School for which the student was parentally placed
H	Homebound/Hospitalized	Services are provided at the student's home or at a hospital
Y	Correctional Facility	Youth in Custody/Prison
U	Private Separate School	Services are provided at a Private School (LEA placed)
T	Private Residential	Services are provided at a private residential facility (LEA placed)
R	Public Residential	Services are provided in a public residential setting (LEA placed)

Table 5: Exit Codes

Anytime a student exits the program, for any reason that would extend beyond 10 school days, an exit code explaining the exit must be entered on the SCRAM sheet and submitted to the district office.

Code	Reason for Exit
A	Returned to regular placement
B	Graduated with diploma
C	Graduated with a certificate
D	Reached maximum age (22 nd birthday)
E	Died
F	Moved, known to be continuing (within the LEA)
G	Moved, known to be continuing (out of the LEA)
H	Moved, not known to be continuing
I	Dropped Out
S	Change of service pattern code